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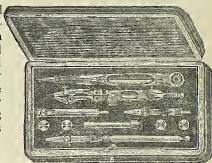
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THE

Hartley University College Magazine.

NOTES AND NEWS. ❧ ❧

* * *

The New College.

THE inadequacy and unsuitability of the present College building have for some years been discussed by the authorities, and at last a definite step has been taken towards the realisation of the dreams of those who would like to see Southampton and its University College take the foremost place on the south coast. The town is developing, and we may hope before very long to see it raised to the prestige it enjoyed in goodly prime of the P. & O. days, of which all the older inhabitants speak with mingled pride and regret, or to a still higher position, as the shipping expands and great fleets make the port their headquarters.

There are, fortunately, enterprising and energetic friends of the College who realise that it would be a lasting disgrace to the south of England should the College lag behind the times and fail to take its rightful place as the centre of higher education for Hampshire and the adjoining counties. We have none of the wealthy men who have earned noble fame by their generous benefactions to the Universities of other parts of the country. At any rate, since the days of Henry Robinson Hartley, the founder of the institution which has developed into the Hartley University College, generous benefactors of the College, or of anything else for that matter, have been conspicuous by their absence in this benighted district. Our townsmen grudge the minute rate in aid of the College, while the country gentry care more for protecting their game than for lifting a finger, much less parting with their money, in the interest of higher education. The Hampshire County Council has generously aided the Southampton Borough Council and the College, but what is wanted is a group of wealthy men who can see for themselves, or be convinced by others, that money can be invested in no better way than in furthering the cause of education of a university and technical character, and who will come forward and head a Fund for the building and

equipment of a University College worthy of the district, a College that shall in the near future become a University.

The first step has been taken. A site, or at least the option of purchase of a site, has been secured on the Highfield Court Estate, and what is wanted now is the money wherewith to erect upon it a new college building. Better late than never! Better still, though, had this been done years ago and without repeated applications of the spur by the Treasury and the Board of Education, but doubtless these sagacious authorities fully realised that the sluggish south wants spurring to arouse it from its lethargy and its deadly indifference to almost everything that makes for progress.

Mr. Cowan on Belgian Education.

THE articles hitherto printed in our Magazine have been contributed by present and past students and by the College staff. The most candid and caustic critics of the Magazine—few of whom can ever be induced by editorial prayers and entreaties to contribute to it, by the way—may ponder on the solemn fact that the somewhat feeble matter which occasionally is inserted to fill up otherwise aching voids is as naught to the MSS that don't appear in cold type! Over these latter, which are not wasted—they come in useful when written on one side only, and are not without value, as pipe-lights for instance, when written on both—we prefer to draw the veil of editorial reticence.

In this number, we would draw special attention to the first of a short series of articles by Mr. D. T. Cowan, M.A., (Oxon.), well known as one of our leading experts in educational affairs and as Director of Education for the County of Hampshire, on his inquiries into Education in Belgium. Those of our readers who realise that a College Magazine, especially in a College where the training of future teachers forms such an important feature, should not be allowed to degenerate into a mere record of the doings of the various clubs and societies, will welcome this interesting and instructive contribution, which formed the topic of a paper recently read by Mr. Cowan to the Teachers' Guild, and which Mr. Cowan has kindly placed at our disposal for the Magazine.

Au revoir.

To those who are shortly passing from the scene of their course of work, or shirk, as the case may be, in college, we have to bid good bye, or au revoir, for we hope that most of them will return at the successive Re-unions and see what they have missed by being a few years too early in their choice of a date for entry upon this world of shadows,

EDUCATION IN BELGIUM. X X

* * *

By D. T. COWAN, M.A., Director of Education,
Hampshire County Council.

I. Elementary Education.

IN treating of the educational system of a country, but particularly that of a foreign country, it seems essential to preface even the briefest enquiry by a glance at its history and geography, so that some of the forces that have been at work moulding it may, to some extent, be seen in their influence on the educational system that has gradually developed and has finally been adopted officially as best suited to the needs of the people.

Another important point, in insisting upon a knowledge, however slight, of the history and geography of a country before one can properly realise its aims in education, emerges from the questions whether the democratic or the oligarchal spirit has prevailed during the period of its development, and whether the spirit of the Priest or the Layman, or, if you prefer, of Church or State—has had the greater influence in its growth. Countries like Scotland, Wales, Switzerland, U.S. America, must vastly differ in their outlook on educational problems from countries like England, Germany, and others that need not be named, and all these must greatly differ one from the other according to their national characteristics.

Education may broadly be directed into three channels: (a) Mainly civilizing with the formation of character as the basis, seen possibly in its best conditions in our English Public Schools; (b) Purely and frankly utilitarian, the purpose being to fit the boys and girls to earn their own living and fight the battle of life; and (c) The production of good citizens with a keen civic sense.

One might with confidence quote the opinion of Bishop Welldon:—

“ May I say frankly, as an old educator of boys, that I look upon citizenship as affording the supreme test of educational success? When I was the Headmaster of a great Public School I was wont to ask myself what is the highest object which I am in duty bound to set before my eyes? Is it to produce athletes or scholars? Is it to ensure in my pupils' health, or good manners, or what is called *savoir faire*, or knowledge of the world, or æsthetic taste, or intellectual

distinction? And, often as I put the question, the answer borne in, as it were, upon my soul was ever the same; no one of these ends, desirable as they are and honourable in themselves, should be the supreme object of a schoolmaster's or a schoolmistress's endeavour; their supreme object is to produce good citizens, men and women who will play their part in life, 'justly, skilfully, and magnanimously' (as Milton says)—good fathers and mothers, good husbands and wives, good patriots, good citizens. That is the true educational end, and because it is so, the criterion of a teacher's success is not what his pupils are at the age of 12, or 15, or 19, or 21, but how they acquit themselves as men and women in the responsible arena of mature life."

Most systems combine a mixture of all three, but there are not wanting advocates who do not hesitate whole heartedly to espouse one or the other. And, so far as one is able to judge, countries differ from one another in their educational systems according as the utilitarian or purely ethical condition predominates. In England we have the business man strongly on the side of mere usefulness; on the other hand we have the great public Schools dealing with education as a great character forming force. It seems to me character stands first, for it is *that*, as Matthew Arnold has so well insisted upon, that makes for greatness in a nation; then may well follow the utilitarian part.

The great Public School system has been well described by the Rt. Hon. A. J. Balfour in the following words: "It is a very remarkable system. It flourishes as far as I know nowhere except on Anglo-Saxon soil or among those who speak the English tongue. It owes its birth to no great minister of education, nor to the carefully thought-out schemes of any great religious body, such as your great religious bodies which have done so much for good or evil in developing education on the Continent. It would be hard to say whether the English School system has been made by the Masters for the boys or by the boys for the Masters."

To give a brief illustration that the history and geography of a country must have some bearing on its educational system, it is only necessary to turn to parts of Ireland, Scotland, and Wales, to be reminded that there are people to be educated through the medium of two languages, and that in addition to English we have taught in the schools of the country three distinct branches of the old Celtic language, which curiously enough are just at present looked upon as more important than they have been for a great number of years. Note, for example, the Resolution passed early in February, 1909, by the Nationalist meeting in Dublin in

favour of Celtic as a Matriculation subject in the new University.

Now, to turn to Belgium, there are two distinct languages spoken, not only by a few as in the cases mentioned in this country, but by practically the entire nation, and in addition we have the higher commercial and official classes familiar with at least one additional language and often two (German and English), so that one has met men and women in Belgium familiar with four languages in addition to a more or less working knowledge of Latin and sometimes Greek.

The two languages spoken commonly throughout Belgium are French and Flemish. Roughly, the nation is divided into three-eighths Walloons, largely confined to the basin of the Meuse, and five-eighths Flemings, occupying the basin of the Scheldt; and, to show the importance of a little Geography, if you will turn to the map, the line drawn from Liege towards Brussels and on to Calais fairly represents the dividing line, and, as those familiar with Brussels know, that city is fairly divided in the use of the two languages.

French is the language of the Government and the Army, of Science and of most of the Newspapers, and it has been said that the dominant use of this language goes back over 800 years.

I have spoken of the Walloon language as identical with French, but I know you are familiar with the fact that it is a French *patois* mixed with certain Celtic and German elements, and that as spoken in some districts it is as difficult for a Frenchman to understand as it is for an Englishman with a knowledge of French.

So far as concerns Flemish, it is a kind of Dutch, both being allied to the lower German language, indeed it is said that in the Middle Ages they formed one tongue, and Dutch and Flemish are said to differ one from the other less than do certain of the dialects spoken in Germany at the present time.

Here, as in the case of the "Celtic fringe" with us in Great Britain, there has been a movement in the direction of securing attention to the importance of preserving the Flemish language in a form other than that found as a means of intercourse among the labouring classes, and in 1883 the use of Flemish was introduced into the middle class Schools, and since 1888 all Army Officers have to pass an examination in both languages. And it is now equally with French taught in the Elementary Schools.

Belgium has an area of 11,373 square miles and a population of about 6,500,000, *i.e.* the population is less than the popula-

tion of Ireland and Scotland together, and about a sixth of that of England. Its army is for defensive purposes only, the neutrality of Belgium being secured under the Treaty of London, made a year prior to the battle of Waterloo.

The country was originally Celtic but was over-run by Teutonic invaders prior to the conquest by Cæsar, from which point the Romans ruled for four hundred years, then in the 5th century the Salic Franks took possession. Charlemagne ruled over the country as part of his Empire in the 9th century. In the 15th century, Belgium, as part of the Netherlands, came into possession of the House of Hapsburg through the marriage of Mary of Burgundy, the daughter of the last Duke of Burgundy, to Maximilian, who later became Emperor of Germany. The grandson of Maximilian was that most famous Emperor of Germany who lived again for a brief space to grace with his presence the Winchester Pageant, Charles V., born at Ghent, he was Emperor of Germany, King of Spain, and Ruler of the Netherlands. It is at this point in its history that we see the beginnings of the Spanish influence which, whatever value may be allowed to it in matters touching Art, were most disastrous to the liberties of the people. And it was in the reign of Philip II. (son of Charles V., whose cruel treatment of the Netherlands under the scourge of the Spanish troops led by Alva raised the opposition of the people to fever heat) that there finally broke out the Revolt of the Netherlands, which first secured independence to that part now called Holland, and later, for a time at least, extended a like desirable condition to what is now called the Kingdom of Belgium. This is the same Philip whose marriage to Mary of England brings us back again to the recent Winchester Pageant.

The "whirligig of time" brought many changes, Spanish, German, Austrian, and French, at the end of the 18th century; then under the Treaty above there came the union of Holland and Belgium under the name of the Kingdom of the Netherlands, a condition lasting to 1830, when the Belgian Revolution of that date brought about the downfall of the French influence and secured among other results independence to Belgium.

The Belgian Crown was first offered to the Duc de Nemours, son of Louis Philippe, whose father declined the dignity on his behalf, then to Duke Leopold of Saxe Coburg who accepted it and who is familiar with us all in the lately published letters (1837 to 1861) of Queen Victoria, as "My Beloved Uncle."

You will see from the foregoing how important it is to have even a rough outline of the history of the country, whose

educational system we wish to examine, for from this we gather some idea of the forces that have acted in the past to mould it into a nation. No less important are the physical features and position, as a means of estimating the present forces acting upon it. Belgium is bordered in the south by France, in the east by Germany, and in the north by Holland, and its neighbour to the west is England—after one has crossed that troublesome “silver streak” so much praised by the late Lord Beaconsfield as our first line of defence. It has rich iron and coal fields, a considerable fishing fleet of some 400 boats, but no navy, and its importance to German commerce on account of its seaboard is not to be overlooked.

We have thus far got to a position to enable us to deal with the real subject of this paper. But first a word on the religious character of the Country. I have already mentioned that the population was 6,500,000. Of this number 15,000 are Protestants, 3,000 Jews, the remainder being classed as Roman Catholics; it has to be remembered that there, as here, a large number of people can be only nominally said to be attached to any religious denomination, but it indicates the possibilities that may arise when the religious question becomes the burning one in educational politics.

Belgium, like other European countries, has been slow in developing its educational system. There is no such thing as a ready-made complete whole with every detail worked out before the thing is put to the touch of practice. They, like ourselves, had to go step by step leading in the way experience directed, encountering the same difficulties, having to solve the same knotty problems, having to exercise the same patience.

On the “religious question” in Education, the fight was long and lasting, and the forces in some respects greater than those in England, the Church of Rome does not understand compromise in the sense in which that word is used in our educational controversy, for with her the atmosphere, the environment, of the School is everything, is in fact the essential.

Elementary Education with us started on a national basis in 1870, the year the Education Act was passed. Belgium by that date had nearly 30 years start of us; their first Act placed the responsibility of providing elementary education on the Commune, and the local responsibility involved buildings, furniture, appointment of teachers and the provision of a sufficient minimum salary. This same act made it possible for poor children to be educated free of cost *i.e.*, in 1842; free education in England began in 1891. The system, however, did not, in its essentials, differ much from the English. The Central Government made grants, inspected with regard to

efficiency, and paid their grants-in-aid in accordance with the character of the Inspector's report:

The Commune could suspend a teacher from his office, but there was an appeal to the Central Authority. This Act also made religious instruction obligatory and placed it under the direction of a Minister of Religion, who was responsible to the Central Authority, but, in the matter of doctrine, under the instructions of the ecclesiastical authorities.

This condition of affairs was not secured without great and bitter controversy and extended over a number of years, for one has to remember that on the continent, among the French-speaking peoples, the nationalistic opinions which prevailed at the end of the 18th Century were still a lingering force for more than a half century after the French Revolution, and have not yet lost their vitality, and many leading men in Belgium looked, and still look, upon the endowment of denominational religious instruction by the state as an error and altogether to be condemned. This act of 1842 remained in force for 37 years, but during that time the anti-clerical movement had been steadily growing, and the consequence was a new Act, in 1879, which upset all the harmony created by the previous Act and left the Religious education to the care of the family and to the clergy of the different faiths, and thus established a condition in the state elementary Schools something akin to that found in the English Board Schools under the 1870 Act. This new Act provoked the most strenuous opposition on the part of the Catholics, who viewed with marked disapproval the attempt on the part of the state to assume complete control of the elementary Schools. This opposition culminated in the clerical party making a great effort and sacrifice for their principles and we find them providing no fewer than 1,936 Schools in 18 months and attracting to them 455,129 scholars. By March 1883 the Catholic Schools had risen in number to 3,905 with 622,437 scholars, and, as proof that the clerics had great support behind them from the teaching profession, some 1,500 teachers resigned their places in the Communal Schools to take service in those established by the Catholics. The result of all this, as was to be expected, was a new Act, passed in 1884, which so far as one can judge was not unlike in many of its features, and certainly so with respect to the control of religious instruction, our own Act of 1870. Religion had a triumph. But though one, in attempting to seek a comparison, suggests a similarity between Belgium and English Educational policy, the lines did not follow far or close together, and one has to keep in mind the Catholic position of Belgium in trying to apply home illustrations. Practically there were three kinds of Elementary Schools possible under

the new Act: (1) Communal Schools, providing religious instruction, either before or after the secular instruction; (2) similar Schools in which no religious instruction was provided; (3) the Catholic confessional Schools.

Briefly the position was this, as it is at the present time. A private School of the confessional type can obtain grants-in-aid from the Central Authority provided the buildings, equipment, and teaching staff are approved by the Inspector of that Authority. In this they differ totally and essentially from ourselves in that no private-adventure School, however good or efficient, whether Elementary or Secondary, may participate in Government grants in England, with the one and important exception that under the Board of Education Act 1899—which in one respect has been recently modified by a Departmental Act—it has become possible to obtain a thorough inspection of a private-adventure Secondary School at the cost of the Local Education Authority or the Board of Education, or both, so that the nature and quality of the Education given therein may be tested by the same standard and methods as are applied by the Board of Education and the Local Education Authority to the public schools. I need only add that few private schools have been bold enough to challenge comparison with the public schools by submitting themselves to this searching enquiry.

In watching the development of the "religious question" in England and Belgium, it is interesting to note the attitude of the clerical mind. *Here*, the whole controversy has centred on the importance of having the religious instruction given by the training staff of teachers. *There*, the vital point was the right of entry of the Clergy themselves to give the necessary instruction, for which they would not have the teachers responsible—a position, by the way, that has been conceded in English Secondary Schools under Section 4 of the Education Act, 1902, but which must be set in motion by the parent. The year 1895 marked a further and important development in Belgium: a Bill was introduced by the then Ministry, and finally passed in an amended form. Its chief provisions were three: (1) regulations making Religious Instruction obligatory in Elementary Schools, and placing it under the direction of the Clergy; (2) provisions for increased subsidies to Private Elementary Schools; and (3) provisions for improving the financial position of the teachers. So far as concerns Religious Instruction, this Act reverts to the state of affairs in 1842. So much for the political history.

Wherein does the Belgian Elementary School differ from the English? Let us enter one of the best of their elementary

schools, one that was built a few years ago in the High Street of Brussels. The building is large and spacious, with a central hall around which are grouped the class-rooms on two floors. A gallery runs along the two sides of the hall, enabling one to look down at the children at their lessons or play, the hall being used for both purposes. The floor is for the moment unoccupied by the little ones, and you will notice it is of dark material with curious bright rings, arrows, and names glittering here and there in its mass. What are these? They are the children's first and biggest map. In the centre of the floor is a large brass ring with the name "Belgium" in the centre. Leading from this in the direction of Paris is a series of small brass discs, ending at another brass ring with the name of the French capital in its centre. In other directions appear Berlin, Petersburg, Vienna, and so on. At each side of the hall are inlaid letters indicating the directions of the compass. In this simple, large, and effective way the child learns the relative positions of the capitals of Europe. On the walls are great clear charts. Observe their order. First, the plan of the school; next, the plan of the district immediately around the school; then the division of the city in which the district is situated; then a map of the whole of Brussels; then follow in succession maps of Belgium and of Europe, and lastly the large World map. Thus the child learns the big elementary facts of geography, and is led step by step from the simple to the complex.

You will notice there are no class-rooms on the left of the Hall, facing the series of large maps, for there one finds the kitchens, the baths, and—the barber's shop! The youthful Belgian who arrives unwashed at school is handed over to the tender mercies of the bath attendants and the barber, and the latter cuts the boy's hair in a way that leaves little chance for his fellow pupils to take unfair advantage in a school fight—to say nothing of the hygienic reasons for his close crop. After a visit to the bath-man and a compulsory acquaintance with soap and water, he is turned into the class-room a brighter and more wholesome-looking, though possibly, sadder boy. But we have not yet done with the state-mothering of the Belgian schoolboy. It is now noon, and the kitchen department now comes into play; tables are laid in the great hall, and hot soup with bread are served out. The Belgian School Authorities have learnt how to carry out in a practical manner the maxim, *Mens sans in corpore sano*.

Let us now take a peep into the class-rooms, beginning with the infants' department, upstairs, and see how the Flemish mites are taught to speak French. Our American friends may teach languages more rapidly, but here the methods adopted

are more thorough. By the American lightning process, necessitated by the fact that half a million emigrants belonging to every nation in Europe pour into that country annually and have to be taught English in two or three months, cannot be described in our limited time, however. But to return to our infant class, we find that most of the children, from five to seven years old, speak only Flemish. Singing forms the basis of the instruction, which is carried on by means of songs, hymns, poetry, and stories. The teacher gives out a verse in Flemish, and the children sing it; then it is given out, and sung in French. This is repeated several times until the children become thoroughly familiar with the sounds. Games are utilised in a similar way, but I was particularly struck by the importance attached to the singing voice as a means of imparting a knowledge of the French language to the Flemish child, and *vice versa*. In the early stages there is no writing, simply the direct voice method. Later comes simple writing and word building, numbers and so forth, each piece of instruction being repeated in French and Flemish.

The child, on reaching the age of seven, ready for transference to the lowest class of the Upper School—to what we should call Standard I.—is able to follow a lesson fairly well in either language, and in another year is progressing in each subject on bi-lingual lines. While listening to a lesson in geography, for instance—in which, by the way, the optical lantern is much in requisition, the room being darkened for the purpose—one is confronted with the strange, to me, and harsh sounds of the Flemish tongue, the teachers having suddenly slipped into that from French; then back again into French flows the lesson, while question may be in one tongue and answer in the other. These children of eight have a sound working knowledge of the two languages, and by the time they have reached the end of their school career, at the age of thirteen or fourteen, they can think, speak, and write in either language.

All Elementary Schools are not, of course, so well equipped, either in the matter of staff or of apparatus, as this one in the main street of Brussels, any more than a village school in England is in these respects on a level with the large town school, but I wished to make it clear how their best compares with ours. The work as a whole is very similar to that found in the best of our own schools, with the exception that more attention is paid to the training of the hands; manual instruction subjects occupy a large place in the curriculum.

(To be continued.)

COLLEGE CHARACTERS.—I: "Sir Nicholas."

* * *

Who sits in Hartley's civic chair,
 With awful look and stately air,
 And guards by day the sacred liar?
 Sir Nicholas!

Who, uniformed so smart and neat,
 Walks to and fro with measured beat,
 And bids us in the hall to meet?
 Sir Nicholas!

Who, sworn to make us keep our place,
 Warns us we must not go the pace,
 Or else the Prin we'll have to face?
 Sir Nicholas!

O, happy be your glorious reign,
 And may you still long years remain
 To check and hold us all in chain!
 Sir Nicholas!

And when to simple, gentle ease
 Retired, you give up Hartley's keys,
 May luck thy sober life appease!
 Sir Nicholas!

ON DIT:— x x x

* * *

THAT "On Dits" must not be personal.

THAT "he's such a dear, dear Robbie."

THAT the washing hadn't come home.

THAT "Evelina" is *quite* suitable for a young lady.

THAT the "Pink 'un" is *not* a mathematical treatise.

THAT, according to a certain lecturer, we can't *all* have
 voices like navvies,

THAT a certain cricketer slept (?) all the way from Reading.

THAT his money ought to have been under *lock* and key.

THAT Mr. B . ry would like to know the "exact point."

THAT the new style of hair-dressing created a sensation at the Easter Terminals.

THAT Bill has not "done it" for years.

THAT "w'en I gits 'ot I droops."

THAT Mr. S . . br . . k has recovered from his overwork.

THAT coal-gas burns with a "certain waistcoat" colour.

THAT some waistcoats are decidedly fiery.

THAT Nobby looked nice in his uniform at the Theatre.

THAT paper *did* run short at a Test.

THAT Mr. Ch . f . n *can* work in P.S.; ergo, everybody else can.

THAT moisture is necessary for the germination of Juniors who are "not dead, but dormant."

THAT *H may* stand for Hartley.

THAT *what 'e* is doing is Maths.

THAT *nobody* can make Bill work.

OUR CONTEMPORARIES. 26

* * *

WE beg to acknowledge, with thanks, the receipt of the following:—*The Exonian* (St. Luke's, Exeter); *The Phoenix* (Royal College of Science); *The Sphinx* (Liverpool); *The What Not* (Bristol); *Floreanus!* (Sheffield); *The Dragon* (Aberystwyth); *The Student's Magazine* (Royal Albert College, Exeter); *The Wintonian*; *The Northerner* (Newcastle); *The College* (Dundee); *Q.C.C.*, *Q.C.B.*, *U.C.G.* (Colleges of Cork, Belfast, and Galway); *The B's Hum* (Borough Road); *The Gong* (Nottingham).

We wish success to the magazine of the newly-established College of Galway. In appearance it is somewhat scrappy, and the picture on the cover too gloomy, though the magazine is one of the best brought to our notice this term. There is much moaning at the passing of Queen's College, and many hopes for the future of the new University College.

The Dragon is nicely got up, only it contains Welsh! But still there is some very good English in it, especially in the serious-minded articles. And then we have a parody on "The Seven Ages of a Student":—

"First the Fresher,
Straight from his native school—and bearing with him
A wrong conception of his worthy self,
Doomed to be done to death by scornful Seniors.
Behold him, entering on his Second Term;
He scans the lists with serious searching gaze
To find himself unclassified or in the thirds."

And so such things really do happen in other places than the Hartley. It must be a relief to many to learn this. And it is the Juniors again!

The B's Hum contains one exceptionally brilliant article. Its style is good, its thought deep, and at times it approaches the eloquent:—

"For the name of him that dwelt in the mansion was Freedom, and, out of the deep wisdom of his heart, he saw that knowledge, the key to the door of life, cometh not from pleasure alone, but only from a varied experience. He was an apostle not of Beauty, nor of Happiness, but of Truth. Therefore swung he wide his lordly portals and left open his arched doors that all things might enter and teach him their mystery. And through the doorways their ever passed innumerable shapes of every form and colour that the heart can desire or the mind conceive. But all—beautiful or loathsome, lordly or servile, of pure gold or of base alloy, clothed in purple or clad in rags—all were made welcome, for all held within their bosoms a secret. And the sum of their secrets we call Life."

And so it proceeds, with its deep meaning and fine language. The magazine contains little else, besides sporting news.

Bristol turns out twenty-odd pages of printed matter, signed by rather absurd names. No wonder the editor moralises, and his "heart-oppressed brain has been lulled to a cool and peaceful slumber"—he must have written this when all his other proof sheets had been finished with.

The Goldsmithian is quite an improvement on previous issues. It has pulled itself from a rather low literary level, and that is something to be said in its favour. Only we think that Goldsmiths' should be able to boast of a better production.

The Wintonian for March contains a large amount of notes, a horrid parody on the first scene in *Macbeth*, and a lengthy article on education in Egypt. We note that the characters of the party "exeunt miserably," and so they should have, seeing what bad rhymes were put into their mouths. The May number is a better production, and it is pleasing to note that "the best game was with Hartley, 4—0."

The Northerner is rather a sober production, somewhat grandmotherly in its editorial outlook, and, strange to say, harsh on the Juniors:—"It is strange that the most unruly members are generally First Years." Yes, it is strange! But then they are not generally such bad fellows after all.

The Sphinx is rather harsh on the Arts Man. "What is it? An animal highly ruminative and knowledge-digesting, indigenous to Universities. A 'grave, broad, solemn wight,' spectacles on nose, ungracious of aspect." But we will not continue the picture further; it is already too familiar to us. This magazine is a fortnightly production, and naturally does not always reach the same high literary level. The society notes are always numerous, and, as far as can be seen, the best part of the magazine.

The Students' Magazine is, as usual, bright and readable. It is well written, the articles being good and the knocks many. And we read about "The Moozick Club" that "Thain all awn ztarted zingin bout ow misrabul 'twas een winter. The maid'ns zune ztopped, en the fullers wait on zinging bout ow a 'unter chap, hoo wawked bout een the snaw en cudden vind nort ta shute, valled down daid cuz ee didden ev nort ta ait. Jist avore this the maid'ns ztarted agaain, and zo they wait on—zumtimes the fullers zinged, zumtimes the maid'ns zinged, en zumtimes all the lot awn zinged." Then the writer "veeled turrabul bad every now en agaain." And perhaps there is little wonder at that.

OBITER DICTA ✕ ✕

"If you read this line, remember not
The hand that writ it."

Shakespeare.

+ + + + + + +

THE SENIORS AND CERTIF.

"Alas! regardless of their doom
The little victims play."

Gray.

THE GRANT.

"Saint-seducing gold."

Shakespeare.

NOBBY.

"Oh! he
Is far above us all in his conceit."

Shelley.

BILL.

"The world's a theatre, the earth's a stage."

Heywood.

A WILTSHIREITE.

"I am thoroughly weary."

Shakespeare.

P.S.

"The noise is round about us."

Shakespeare.

"A College joke to cure the dumps."

Swift.

HAULED !!!

"Shapes of all sorts and sizes, great and small,
That stood along the floor and by the wall."

Fitzgerald.

"Stand not upon the order of your going
But go at once."

Shakespeare.

A SCIENTIST.

"Tell me, my bonny bird,
When shall I marry me?"

Scott.

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THE CORRIDORS.

"Full of strange oaths."

Shakespeare.

MACDOUGAL.

"Nature had made him for some other planet."

Coleridge.

H. L. CK.

"Go fetch to me a pint of wine."

Burns.

"To-morrow we'll be sober."

Shakespeare.

MR. S . . BR . . k.

"Back to his studies fresher than at first."

Browning.

PROFESSORS' JOKES.

"Not of an'age, but for all time."

Jonson.

WHICH CRICKETER?

"That man goes on adding one to one;
His hundred's soon hit."*Browning.*

THE NEW NATION, X X

♦ ♦ ♦

Slaughtered by the "Seniors."

AND it came to pass that, in the eighth year of the reign of King Edward the Peacemaker, in the Island of Britain, the wise men and councillors of Hartley University College, (otherwise known as Seniors), to shew forth unto all that peace hath its victories even as war hath, did issue and command a challenge to the new Nation, (otherwise known as Juniors), saying unto it:

Ye shall send fifteen valiant men of arms which can combat against fifteen which we shall choose, the same shall be declared victors, and shall have all the honour and reward to which this thing appertaineth.

And the new Nation did send forth valiant men of arms to fight against the Seniors.

On the thirteenth day of the third month, according to a proclamation issued through all the lands, it came to pass that much people were gathered together to one place.

And the rulers of the people called and commanded one Thomas to be captain over the host of the Seniors.

Under him were placed fourteen good men and true, all mighty men of valour.

And Thomas discoursed unto them wisely and warily, saying: "Such and such things shall ye do when the enemy expecteth other things. And the more they expecteth one thing the more shall ye contrariwise."

And they with one accord did according to all the things which Thomas, the Captain commended unto them.

And at the appointed hour, when the battle did begin, the captains and their men of valour did stand forth in the arena. And behold! one army was clad in garments of red, and the other in garments of white.

Then one captain did stand forth in front of the other and saith unto him: "If thou canst tell me truly which way this money will fall thou canst then choose where thou shalt stand to battle."

And they then threw up money in the face of the sun, and the Captain of the red did cry, "Tails"! but it was not so. The image and superscription of Cæsar was even uppermost, and he said, "Behold! I am not right. This thing hath happened unto me before."

And there was placed between the fighting men a strong thing, made of the skins of rams and of goats, and blown up with wind.

And at each end of the said place were fixed posts and pillars of wood, and they were of the height of 50 cubits.

And one was put as a ruler and a judge between them, and he held a ram's horn in his hand, and he said unto them: "Which of ye two nations shall overpower the other, and shall for the most part pass over into the place of the other and shall take this skin with ye, the same shall be accounted greatest."

"And whensoever ye shall hear the sound of the music, which I shall give forth, ye shall cease utterly and shall give ear unto me. And if ye do not so, then will I do such and such things to ye, and your enemy shall therein derive much advantage."

Then did the advance guard of both armies fall to, and the shock thereof was terrible.

And so it came to pass that in the 1908th year and the third month and on the thirteenth day, the Seniors were returned victors over their enemies, and the land rested in peace for a long time thereafter.

UNTHINKABLES. ❧ ❧

* * *

If there were no Juniors.

If Gwilym were to talk to the girls.

If we had more lectures and fewer examples.

If there were no tennis courts.

If Shakespeare really did wear a purple suit.

If Nobby were to turn to playing marbles.

If Alfy had been met.

If Mr. L. w. were never to remark, "I think."

If the Engineers had enjoyed camping in the wet.

ON TEACHING EUCLID. ❧

* * *

In the spring of the year 1920 two men sat over their wine. "In turning over some old papers the other day" remarked one "I came across a most singular cutting from a newspaper. It is dated Feb. 30th 1909. Shall I read it to you?" "Do," said the other. And so he began:—

House of Commons, Feb. 29th 1909.—The House of Commons went into Committee to-day to consider Clause No. 23,456 of the Education Bill, dealing with the teaching of Euclid in schools.

The Minister of Education, in presenting the clause, reminded the house that there was no need to differentiate upon it. There was really no difference between Euclid and Geometry, and he assured the hon. members that the Government were ever open to accept amendments upon the point. Personally, he had been convinced, by mathematicians of high responsibility, that there was no difference. They had consented also to insert in the Bill a detailed programme of studies, of which the present clause, enunciating the fifth proposition of Euclid was a part. He would therefore ask the house to accept the clause as follows:—"The angles at the base of an isosceles triangle are equal, and if the equal sides of the triangle are produced, the exterior angles will also be equal." He would hasten to add that the Government had no intention of producing the sides, unless contingencies arose to make such a course necessary.

Lord Robert Cecil spoke with some heat against the clause. It was a great injustice to churchmen, since it was too secular. The country would be found on the side of the Church. He would move an amendment that the clause read as follows:—"The angles at the base of an isosceles triangle are in every Christian community equal, and if the sides be produced by a member of a Christian congregation, the exterior angles will also be equal."

Mr. Bonar Law at once rose to protest. He took exception to the part of the clause relating to the production of the sides. He did not think the country was prepared for it. And how unfair it was to the producer. He moved that the clause read, "if produced in the home markets."

The Prime Minister accepted with pleasure the amendments of the noble lord and his hon. friend. He considered them the brightest amendments of the week.

Mr. Redmond spoke at some length. He considered the clause particularly unfair to Ireland, where the high state of morality rendered education unnecessary. Unless the Government considered an amendment to that effect, it may be necessary to reconsider the Act of Union. He moved to insert after "Christian community" but not in Ireland.

The Minister of Education said the amendment was the best he had heard yet. The Government accepted it at once. They were prepared to make every concession. If necessary, they would reconsider the Norman Conquest.

Mr. Balfour rose to offer a further amendment. He thought the "four-fifths" clause ought to apply; he should wish it stated that the angles are only equal two days a week, except

in the case of schools where four-fifths of the parents are conscientiously opposed to the use of the isosceles triangle.

The Leader of the Government considered the amendment quite sensible. He would now, as it was near the hour of rising, present the clause in its final form.

The clause was then read:—"Be it enacted that the angles at the base of an isosceles triangle are, in any Christian community, but not in Ireland, equal, and if, with the consent of four-fifths of the parents, the equal sides be produced in the home market by any member of a Christian congregation, the exterior angles will be equal on two mornings in the week.

The clause was received with acclamation. The House then rose.

"Yes, it is strange," remarked the other man to the reader.

REPRINT OF TERMINAL PAPER FOR THE STAFF.

▼ ▼ ▼

1. Write a short essay, not more than four volumes, on "Love." Give diagrams and curves.
2. Tabulate, in as many ways as possible, the jokes you intend to perpetrate next term. In each case, add notes on past history, also success (if any) when previously used.
3. Give examples of the sarcasm you would make use of in each of the following cases: (1) a student who cuts for three weeks (work only) on the plea of indisposition; (2) a fair student who accidentally winks at you; (3) a freshman who mistakes you for the laboratory attendant. Algebraical expressions may be used, if preferred.
4. Discuss fully the chief systems adopted in marking papers. When is it considered necessary to use the slide-rule and the calculus? In what cases is the infinitesimal calculus to be preferred to the differential?
5. Write an essay on the validity of insomnia as a reason for failure to attend lectures and answer tests, pointing out its advantages and drawbacks. What treatment would you recommend in such cases?
6. Which would you rather do, or play tennis?

BLUNDERLAND BALLADS.—III.

▼ ▼ ▼

"You are late, Mister Fresher."

"You are late, Mister Fresher," the Prof. said one morn,

"You're five minutes behind all the rest

On your first day in College—it fills me with scorn;

Is this what you call doing your best?"

"It's this way, Sir," the Fresher replied to the Prof.,

"As I came down the street on the car

The wind blew so hard that it blew my hat off

Beside Bargate, right into the Bar."

* * * *

"Ten minutes late this time," the Prof. said next day;

"Another mishap on the tram?

Lost yourself in the streets or the corridors, eh?

Or perhaps you fell out of your pram?"

Oh, no," said the youth, "but I sat up so late

Doing tests, and I've got such a head!

I didn't wake up till about half past eight,

Though my landlady knocked—so she said."

* * * *

"It's a quarter past nine; you're improving, my lad;"

"How is it you cannot get up?

If you've got an excuse to trot out I'll be glad,

But you do seem a lazy young pup!"

"Please, Sir," said the Fresher, "I've been in a plight;

I couldn't get down here by nine,

For the laundry did not send the washing last night,

So I went there this morning for mine!"

* * * *

"Half an hour late this morning—pray, what does it mean?

Said the Prof.; "now it's really no use

Inventing such tales—tarradiddles, I ween—

But what *is* your latest excuse?"

"Oh, Sir!" groaned the Fresher, "I really can't tell

What I've suffered—I'm telling the truth—

I've neuralgia, nostalgia—in fact, I'm unwell—

All last night I was cutting a tooth!"

"Now, look here!" said the Prof., "do you think I'm a fool?"

We can't let you go on as you do!

For a new hand at fiction I must say you're cool,

But I'm glad that your wisdom-tooth's through!

You've been late every morning, and that is enough,"

Said the Prof., "so don't give yourself airs.

Do you think I can listen each day to such stuff?

Be off! I'll report you downstairs!"

THE NONDESCRIPTS AT SHIRLEY.

* * *

It was quite natural that I should receive my first intimation of the event in that period of general conversation euphemistically termed an "English lecture." "Would I turn out right half for the Nondescripts?" Well, it is years since I was found guilty of anything more violent than the Board's prescribed drill—"Knees bend, arms upwards stretch"—but, rather than see Cambria's left wing dashing down unchecked, I would consent to interpose my feeble frame between them and the "Roses" goal.

The second act in the comedy was the publication of the poster. With pride we saw ourselves representing such notable places as "Colney Hatch," "Rumsey Abbey," "Debden," all of which undoubtedly play an important part in our national sporting life. The wildest enthusiasm prevailed, there was heated argument in which the word "Marcella," figured largely. The Nondescripts with becoming modesty were reticent, as to their former achievements; they left the descriptive work to eye witnesses. Amid the babel of excitement there came news which caused a hush of fear to fall on all opponents—Mr. P——t was in training!!! Some irresponsible persons enhanced the attractiveness of the poster by a note to the effect that the referee "would appear in native attire," of which attire we should like to speak in some detail at the proper time. This announcement *re* "native costume" had the desired effect, and the ladies were drawn in large numbers.

The match! Where shall I commence the description?

My courage began to ooze from the holes in my dilapidated boots; how could I at this ninth hour escape from conflict? Appeal to the ref.—not a difficult person to distinguish I assure you. I see him now; lapse of time can never dim the

glories of that noble figure. There in the centre of the field, equally disdainful of approbation and destructive criticism from the mob on the line, he—(no, not stood in noble attitude, one foot gracefully poised on the leather and arms folded across his ample chest,) but crouched over the ball like a broody hen. Of course there was a more or less (considerably less) suitable covering for the legs. The Kilt is deserving of special mention in as much as it combined the properties of chintz wallpaper and sixteenth century tapestry. The Kilt was made more artistic by the addition of a sporran, which some youths, whose home training lacked refinement, referred to as a whitewash brush. His panoply of war was completed by a "scrannel pipe" and an 8-day clock; the latter was at certain periods of the game substituted for the ball which had been sent over the hedge by an unusually wild kick, or taken away by the rabble of small boys who are always present to cheer "'Artley" on to victory.

The Welshmen extended their paws to one another in the centre of the field and sang a funeral dirge, the solemnity of of which was somewhat marred by the intrusion of Sandy McNab and the representative of Colney Hatch, each wearing a simpering smile which contrasted strangely with the dolorous faces of the "Sos pans." The referee was inclined to take an active part in the game, and after a prolonged inspection of the frying-pan decided that it was time he kicked off, as no one seemed to know what to do. It has been asserted that the ref. scored a goal but we repudiate this base assertion. Messrs. A—s and M—s distinguished themselves early in the game as men who could kick a ball. Undoubtedly there is an art in kicking a ball, but to an observer the wonder of wonders was the way in which certain gentlemen could kick all round a ball, run past it, and fall over it without having touched it. The game was not lacking in scientific touches, and Mr. W—'s attempt to back-heel was greeted with well merited cries of "pretty play, sir!" Some, indeed, tried to detract from the performance by saying "he had the field all to himself to do it in," or "what was the good of back-heeling when there was no one behind him." Mr. P—'s training stood him in good stead, and it was noticeable that he seemed at times to be within the vicinity of the ball while the general mob panted at his heels. Critics have even gone so far as to assert that if Mr. P—t had not fallen over the ball whenever he was near it, there is a possibility that he would have had a kick.

A fainting fit soon resulted from the arduous duties of the referee, but this was readily dispelled by the application of a coat of whitewash to his countenance. Quite an unusual

method, the trainer (who carried a bucket and mop) assured us, but one which was never known to fail in bringing the collapsed one to a sitting posture.

So hard did the Welshmen press, that for several moments their half of the ground was clear. This gave a momentary tranquility to Cambria's goal-keeper, during which he engaged in a few little pleasantries with the fair spectators on the line. How far this little digression would have gone we cannot say, but the goalie was excused on the plea that he was asking the fair maiden what he was expected to do if the ball came near his goal. Mr. R—s played a sure game at right back and brought off several magnificent clearances (exaggerators say the ball travelled several yards). We quite appreciate the advantage of having the ball cleared in this decisive manner, but would it not be just as well to remain on one's feet after having cleared the ball? It is possible that the ball may return for a second clearance, which is only performed with great difficulty when one is lying flat on one's back.

As a punishment for encroaching on the preserves of the players, Mr. E—d was awarded a "free kick." A careful explanation revealed the fact that a "free kick" does not mean that you pick up the ball and take it home with you, but kick it in accordance with the dictates of your own fancy and according to the promptings of conscience. The kick was taken with undeniable freedom, after which came the most regrettable incidents of the match.

For some time Mr. B—y had been observed to attack his opponents with a vindictiveness which augured well for their prolonged detention in the Shirley Hospital. In vain was it to caution him; time after time he was observed to renew his dastardly tactics, and finally such rough and dangerous play culminated in his suspension for the rest of the season! The referee showed a laudable firmness when he refused to listen to Mr. B—y's plea that he was "only trying to keep out of the way."

The gentlemanly tone of the College games and the purity of the language (except during rugby) are proverbial throughout the town. How sadly, and with what melancholy, do we report the expulsion of one whose language became too lurid. His brilliant play—even his "back-heeling" propensities—failed to act as extenuating circumstances, and he had to retire. Not an orderly retreat by any means; he was hustled from the scene looking as if he expected instant execution, or possibly (if the Bench had dined well) transportation for seven years, to be followed by strict police supervision for a decade.

The dressing-room scene was not without points of interest,

chief among which we have to note Mr. J . . . n's explanation of the way in which his side should have carried out their manoeuvres. Now, had he not told us before the match that if we only pursued the tactics which his wide and varied experience of soccer had proved to be so successful, victory was undoubtedly ours? Had he not been present at the memorable match between Hawylltwyee and Llanbellywlllys, at which both captains secured victory by paying strict attention to the hints he gave them before the match?

Experts thought that if Di Pcol had only passed more frequently to Di W——n, or if Di H——s had combined more energetically with Di E——s, or if Di R . . . ts had only observed that Di R——ds was (with a forethought which does him credit) always waiting off-side for a pass, the Welshmen would have ended the day by a song of victory. (I suppose they have a song, they seem to have the power of expressing vocally every shade of human emotion).

In all, four goals were scored, and to prevent quarrelling the referee shared these equally between the rivals. We have not yet found a man sufficiently brave to assert by whom these goals *were* scored. The editor will be indebted to any one who can enlighten him on this point.

Our knowledge of technicalities will not allow of a personal opinion concerning the probable result of a combination between the various Di's, but on one little matter he can speak with much confidence. If on some future occasion we are opposed by Di R——s, we will take it as a personal favour, if that individual will refrain from holding on to the seat of our knickers. Should his generosity, or a consideration of the rules of the game prompt him to comply with the request we (whose position was right half) will be spared the trouble of taking corner kicks from the left wing in order to have some active part in the game.

"A ROSE."

UNDER THE HAMMER. ❧ ❧

• • •

Here's a little line in Seniors,
A very neat job-lot,
I'll clear them out unusual cheap,
The best that I have got.

Each gent receives a new red cap,
 Each lady gets a gown,
 If any one will make a bid
 I'm going to knock them down.

Farewell, Farewell, I weep for you,
 And also I am glad,
 The Juniors that I've got on hand
 Are Seniors now, egad.

So nought remains, my little dears,
 I'll shift you every one,
 And as the buyers shell you out,
 Shout "Going, Going, Gone!"

A.E.

TOPICAL CRITICISMS. ❧

* * *

There ain't goin' to be none. We're working for Certif.!!!

S.A.R.C.

CHANGES IN THE STAFF. ❧

* * *

Two popular and highly respected members of our staff are leaving us at the end of this term.

Dr. Ross, who was appointed three years ago as Lecturer in Philosophy in the Department of Education, has during his stay here published several learned treatises, including portions of the Clarendon Press Translation of the Works of Aristotle.

Mr. Sterling is leaving to take up a Professorship of English in an Indian College, after spending a single session with us. We can ill afford to go on losing energetic and successful lecturers at this rate.

IN MEMORIAM—THE COLLEGE SPORTS.

* * *

OWING to an unfortunate combination of adverse circumstances and difficulties—to say nothing of the prevalence of

shameful slackness all round in College this session, over which it were better for us to draw a veil of silence—there will be no Sports Day this year. Further comment is needless, or at any rate unadvisable, our vocabulary for such occasions being forcible rather than polite or classical.

A SCHOOL HISTORY OF HAMPSHIRE.*

* * *

FROM Professor Clarke's book, which every Hartleyite should obtain, we reprint the "Introduction":—

"The Study of Local History as a school pursuit has been introduced so recently that its proper function in a scheme of education is by no means settled. The writer is of the opinion that the subject will ultimately justify its claim to a place in the curriculum for two reasons. They are these:—

"1. Local History affords scope for the teaching of that type of *Constitutional History* which is not only comprehensible by the pupils, but of genuine value to them, since the community with whose life it deals is the community which touches them most nearly in their own daily life. Constitutional History in the accepted sense—the record of the growth and transformations of national institutions—may indeed be too high a matter for ordinary pupils. But Constitutional History, as the simple, straightforward tale of the way in which men have learned to live together in village and manor, in borough and county, in parish and township, is not only of the highest educational value, but can be made strongly attractive to children, as the writer has proved.

"2. In the second place Local History provides the learner of *National History* with eyes to help him of his blindness. Written and taught as it should be, in close relation to existing monuments, Local History might transform the wearisome routine of the text-book into a living pageantry of activity and colour.

"This little book is an attempt to present the story of Hampshire on these lines. The writer has endeavoured to tell the story of the county as a community (an ancient one) in itself. He has tried to avoid the temptation of writing a short History of England, commented upon from the History of Hampshire. The County—land and people—is the central unity. The Table of Contents may serve to illustrate the writer's point of view in this respect.

"An effort has also been made to use existing monuments as freely as possible. Illustrations and examples have been made as representative as circumstances will allow, and it is hoped that the book may be of use to teachers in all parts of the county in suggesting what local monuments may be sought, even though it cannot exhaustively indicate what monuments will be found.

"If the book should serve to stimulate the interest of teachers and children in local historic remains, and to offer a little guidance in the study of such remains, one, at least, of the author's objects will have been amply achieved."

*Clarendon Press; pp. 256. With over 50 illustrations. Price 1s. 6d. net.

LITERARY AND DEBATING SOCIETY.

▼ ▼ ▼

IN reviewing the meetings of the session we should like to lay emphasis upon the opportunity they have provided for the "expansion of our intellectual wings" (the phrase is the copyright of one of our learned Professors). At the debate on February 19th one youthful member of Scottish descent, yet possessed of the originality of Erin's sons, enriched our knowledge of literature by the surprising proposition that Shakespeare did not need a library or any reference to books.

We feel a reluctance to give statistics regarding attendances, votes for and against, and other items which the reader invariably summarises as "that and that, and so on." To Professor Masom we are indebted for the interesting literary evening on December 11th, during which we unanimously decided that Shakespeare did write Shakespeare's plays. The President and Vice-President, also many members of the staff, have done their utmost to secure the success of the Society,

The long anticipated meeting of the combined Literary and Debating and Choral Societies was a great success. Professor Studer had carefully collected the matter for his paper on "The Origin and Development of National Songs of Europe." This interesting information was admirably arranged for the interspersal of songs expressive of national sentiment. Mrs. Studer showed the keenest interest in the production of the refined and artistic musical renderings. Miss Aubrey throughout the training exhibited a lively concern for the success of the music, and in the capacity of pianist contributed largely to the unqualified success of the evening. We are also indebted to Mr. Thomas and the members of the chorus and to Miss Pirouet and her committee for the tea provided. Professor Studer showed that the excitement and emotional ebullition of national epochs have found expression in songs and music, which have varied according to the racial characteristics of those who produced them. His rendering of an adaptation from "Chanson de Roland" was greeted with vociferous applause. He assured us that the music had changed much since the original rendering—here there was a renewal of applause.

The songs were rendered by Mrs. Studer, Misses Wise, Marshall, Knapp, Sanders, Izett, Messrs. Roberts and Watkins, and a chorus of eleven voices. Mr. Roberts' rendering of the "Men of Harlech" received the encore which it so well deserved.

Dancing followed the completion of the musical evening. We thus terminated what may be described as a social, musical, literary, and financial success,

W. D. H.

CHRISTIAN UNION. ❧

♦ ♦ ♦

WOMEN'S BRANCH.

WE have had two general meetings this term: one at Bevois Mount, addressed by Rev. R. A. Mitchell, of Highfield, and the other at Windsor House, addressed by Rev. Maldwyn Jones, of Albion. Every other Sunday afternoon we have had meetings of Bible Study Circles. Each house is sending a delegate to the Summer Conference at Baslow; we much wanted to send a representative from among the local students, but this was impossible.

The present committee feel that the year's work has not been altogether in vain, but the Christian Union has not the influence and power among the students that it should have. We hope each individual will do her utmost, and we wish the new committee every success during the coming session.

M. S.
B. W.

MEN'S BRANCH.

In spite of the attractions of the Summer Term the attendance at our meetings is satisfactory, although the committee would be pleased to see more students present. The meetings have been very instructive, and interesting discussions took place in many of them.

Excellent papers have been read by Messrs. H. G. Sutton ("The Practice of the Presence of God"), W. A. K. Smith ("The Perfection of Character"), and Mr. Trowbridge ("Am I my Brother's Keeper?"). The above papers must have been really helpful to those who heard them.

The first Combined Meeting of this term was held on May 16th, when the speaker was the Rev. B. W. Keymer, M.A., Rector of All Saints. This was the first time for a clergyman of the Church of England to speak at our meetings, and we had a most excellent address. Mr. Keymer pointed out that the differences which exist between the Church of England and Nonconformists should not prevent them from appearing on the same platform, and that if we wish to be men and women of influence for good we must possess strong moral characters, and therefore we must live a life which is in agreement with the principles of our faith in Jesus Christ. Miss Izert gave an excellent rendering of the solo "Come unto Him."

On May 23rd our branch was visited by Prof. Eustice, who gave us an interesting and instructive address on "Christ as the Eternal Light." Prof. Eustice is the fifth member of the staff that has visited us during our term at College, and we are highly gratified that our Professors take a keen interest in the work of the Union. Our prayer is that this bond of brotherhood will continue.

At the close of this meeting we held our annual meeting, in which we elected the officers of the Union for the year 1909-10. The following were chosen:—President: H. J. Tomlinson, Esq., B.Sc.; Vice-Presidents: Profs. Cavers, Clarke, Eustice, Hearnshaw, Studer; Student Vice-President: Mr. A. French; Treasurer: Mr. G. T. Clarke; Secretary: Mr. J. S. Calder; Bible Circle Secretary: Mr. P. Haskell; and the following Committeemen: Messrs. Bilson, Trowbridge, Bell. Two Freshmen will be added to the committee next term.

Before the end of the term papers will be given by Mr. R. L. Harvey (a past student), Mr. J. S. Calder, and Mr. P. Moyle.

Our Farewell Combined Meeting will be held on Sunday, June 27th, and the Rev. J. Morris, B.A., Portland Chapel, has kindly consented to give us the address. Mr. Morris needs no introduction to the Hartley students, as he has been with us before.

One Social Study Circle is at work this term, and is making good progress in the book chosen, "Social Degradation," by Malcom Spencer, M.A., and published by the Student Movement.

We sincerely wish for a successful session to the Christian Union in 1909-10.

D. E.

SOUTHAMPTON SOCIETY OF OLD HARTLEYANS.

* * *

ON February 27th, 1909, we held our whist drive and dance, when 84 were present. The prizes were carried off by Miss Ploughman and Miss Fairant, Mr. Myland and Mr. Parry, while Miss E. Beer and Mr. Prast secured the booby prizes. The first and second prizes took the form of orders for goods up to certain amounts, to be obtained from firms advertising in the College Magazine.

ON March 20th the closing soirée took place, and various competitions were introduced into our programme. One was a drawing competition blindfolded, during which we realised how many artists had been lost to the world's notice. Thanks are due to Mr. D. R. Bennett for the arranging of these competitions.

This soirée concluded our winter's programme, which has been very successful, and we are hopeful of enrolling many new members next session.

A new feature this year has been a tennis match with the present students, which took place on May 15th, resulting in a victory for the old students by 10 events to 2. The old students' team consisted of Misses Elwell, Cheverton, Matthews, Davis, Henson, and Cox, Messrs. Hicks, Howard, Morgan, Beavis, Kimber, and Farrant.

The S.S.O.H. wish to condole with the L.S.O.H. on their recent bereavement. We all loved "Lizzie," and her presence at reunion quite compensated us for the absence of many familiar faces.

V. M. D.

LONDON SOCIETY OF OLD HARTLEYANS.

* * *

THE absence of these notes from the last issue indicated not the demise of the Society, but merely a somewhat extraordinary display of energy on the part of the Magazine Committee and a departure from the time-honoured custom of tempering the terrors of terminals by the issue of diatribes on professors.

We regret to announce that we are shortly to lose our President, Mr. Snashall, who is departing for Australia in the summer, and is depleting our numbers still further by taking with him Miss Swaine as Mrs. Snashall. In spite of this lack of consideration for our membership the best wishes of the whole Society will go with them. Matrimony, however, is making amends by bringing us a new member: Miss G. Ashworth, B.A., has become Mrs. Rushworth, and has made her home in London.

The meetings of the Spring Term were unqualified successes, the majority of the members being present at each. A visit to the Merchant Taylors' Hall took place on January 23rd, and a very pleasant afternoon was spent by the members under the guidance of the Clerk to the Company. The soirée held on February 18th comprised whist, music, and dancing, and evidently was the success of the season, the number present making it necessary to duplicate every dance. This type of meeting was an experiment, the results of which will be very useful to the next committee. The last indoor meeting of the session took the form of a whist drive, which was held in March, and was well attended.

The summer programme is a good one, including rambles in Woldingham (Surrey), Chorley Wood, and Chenies (Herts), and Richmond. Unfortunately suitable weather could not be arranged for the selected date, and the Woldingham and Chorley Wood outings both had to be abandoned. The Richmond Outing, arranged for July 17th, Saturday in Inter. Sci. week, and to which all students in London at the time are invited, should therefore prove the more successful.

By the time this is issued notice will have been received by students about to come to London inviting them to join the Society. It is hoped that there will be a ready response. It would also considerably help the Society if members would invite to the Richmond Outing any non-member ex-students whom they know in London, and also urge them to join the Society in the coming session, the General Meeting for which will *probably* take place on September 24th.

For any information please write to one of the Assistant Secs., Miss D. A. Morley, Glenthorne, Chesterfield Road, Ashford, Middlesex, or Mr. R. J. Jacobs, 118, Holland Road, Brixton, S.W., to whom also names of new members and changes of address should be sent.

W. A. R.

HOSTEL NOTES. ❧ ❧

* * *

BEVOIS MOUNT HOUSE.

"MEN are but children of a larger growth," and we celebrated our return to the hostel after the Easter vacation by a lively game of General Post. Instead of running to fresh chairs the players ran to fresh rooms. The change of air seems to have been beneficial.

The summer term has been, as usual, a period of conflict between duty and pleasure. On the one side have beckoned the "flowery-kirtled" wood nymphs and Cupid (we suppose that the Tennis Court witnessed a few love games), and on the other "stern Duty," bearing aloft "a banner with the strange device"—"Strenuis Ardua Cedunt." We divided our allegiance between the two, one day treading a literal "primrose path of dalliance," the other climbing "with aching hands and bleeding feet" the rocky steep of knowledge.

But our efforts have not always been appreciated by the outside world. Not long ago in the Wilderness (a part of the hostel grounds) an enthusiastic lover of history, intoxicated with the vivifying air of spring, was realistically impersonating Sir Walter Raleigh. Her hearers listened and watched, spellbound, carried back to the days of chivalry, when—from a hole in the fence a small, vulgar boy shouted, "Swank!" Sir Walter rose from her knees "a dreamer who came wounded from her dreams."

Whitsun brought a large contingent of visitors to Bevois Mount House, amongst whom we were very glad to see some old students. Whit Saturday and Monday were very favourable to expeditions. On the Saturday a number of girls went to Hamble. We knew that Hamble was noted for crabs, but one girl, so someone said, returned with a face like a "boiled lobster." On the Monday one party went to the Isle of Wight, another cycled to the New Forest. One girl was so unfortunate as to get three punctures. She tried to find one with water. This commodity seems to be rather scarce near Lyndhurst—price, 1d. per pint (same rate as skimmed milk).

On Tuesday our ardent spirits and burning faces were considerably damped by the rain. A party of Juniors visited Carisbrooke. On their

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return they were dosed all round with quinine, and ordered a hot bath and a basin of bread and milk. "Prevention is better than cure."

We have one lasting memorial of the holiday, viz., a serpent from the New Forest, preserved in alcohol. It might form the nucleus of a museum as famous as that of the Hartley.

This is the last term at College for many of us, and we should like to take this opportunity of expressing our appreciation of the kindness of those who have helped to make our college life so happy.

## TENNIS CLUB. ✕

✕ ✕ ✕

THE Courts were opened on May 1st, and we have had few days on which there has been no tennis.

The club is doing well, the number of members being well over 100 including four past students, who, in spite of the higher entrance fee, have remained faithful to us.

### Seniors v. Juniors.

This match was played on May 8th, when the Seniors, captained by Mr. Guy, beat the Juniors, under the leadership of Mr. de Lima, by 6 events to 3. Misses E. Taylor (2), Ploughman, Naf, Blanchflower, and Messrs. Beard, Cassidy, Kenny, C. Clark, S. P. Heath, Blizard, T. Turner, for the Seniors, and Misses Seed and Stone, Messrs. de Lima and Bell, for the Juniors, won their events.

### v. Past Students.

The past students had a very strong team against us, and beat us by 10 events to 2 on May 15th. Miss Stone and Messrs. C. Clark, Bell, and T. Turner were alone successful.

### v. Staff.

This match was played on May 19th, and proved to be a very enjoyable one. The students had had much more practice, and "triumphed" by 11 events to 3. For the staff Mrs. Hearnshaw, Mrs. Phillips, Misses E. and F. Hamilton and Aubrey, and Prof. Eustice were successful. The students who won their events were:—Misses Hitchcock, E. Taylor, Seed, and Walter, Messrs. de Lima (3), C. Clark (3), Kenney (2), T. Turner (2), Guy, Barley, Ashton, Bell, Parry (1 each). We are indebted to the staff for tea on this occasion.

### v. Portsmouth Teachers.

The Portsmouth teachers had a strong team against us on May 29th. Their gents were much stronger than ours, but our ladies came to our rescue, and we lost a very enjoyable match by 8 events to 7. Misses Hamilton (2), Blanchflower (2), Aubrey, Hitchcock, Seed, Flew, and Mrs. Phillips, and Messrs. Phillips, Farrant, Kimber, de Lima, and T. Turner won their events for the College.

A picnic has been arranged for June 19th in conjunction with the Cricket Club.

T. T.

## CHESS CLUB. ❧ ❧

+ + +

On March 13th the team journeyed to Cowes, and was vanquished by 5½-2½. The struggle, however, was much keener than the scores show. Our hearty thanks are due to S. D. Caws, who so hospitably provided an excellent tea at his house.

Though both the Winchester and Southampton Town Clubs were approached over two months ago, neither have replied; Cowes, on the other hand, has recently been most anxious to meet us at Southampton. Our arrangements were complete, Professors Watkin and Masom having kindly promised to entertain the visitors; but I am sorry to state that a serious misunderstanding on the part of the Cowes Club has occurred, through which it will be practically impossible to arrange so late a date. This is much to be regretted, as they are entirely new opponents, and should provide some excellent tussles in the future.

The Handicap Tournament is now a thing of the past. Competition for top places was very keen, as the close scores below show. Ruddle was very unfortunate in not securing one of the prizes, being only half a point behind Hill and Cutler; moreover, out of six club matches he has lost one point only.

Thirteen competitors narrowed down to ten at the finish. The maximum number of points was therefore 9. The result was as follows:—(i.), Lock, 7; (ii.) Hill and Cutler, 6½; (iii.) Ruddle, 6; (iv.) Barley, 5½; (v.), Curtis and Ashton, 4½; (vi.) Parry, 2½; (vii.) Chafen, 2; (viii.) E. Clark, 1.

On June 4th our President kindly presented the valuable prizes so generously provided by Professors Masom and Watkin and the club. The fortunate recipients were:—(i.) H. Lock, 10/6 set; (ii.) A. E. Hill, 6/6 board; and A. Cutler, 6/6 set.

The season of 1908-9 has closed, and, with wishes of the best of luck for the coming year, the Secretary closes its records.

H. L.

## CRICKET NOTES. ❧ ❧

+ + +

"In the Spring a young man's fancy lightly turns to thoughts of ducks' eggs."—so wrote the immortal poet, or at least he would have written had he been a cricketer, like some of his descendants. but doubtless he was only acquainted with the *amiable* game of tennis, and hence the line has a different ending in the original.

To the meditative and reflective person cricketers can always be divided into three great classes, whose distinguishing character are due partly to heredity and partly to environment. The first of these divisions consists of those who, having weighty opinions on cricket and cricketers from their earliest days, will, if the environment be suitable, hold forth to all and sundry on what they would have done had they been captain, and why they were not selected to play for England. Heredity has handicapped the second class; scarcely built to fill the rôle of a "flannelled fool," the environment becomes too much for them, and their heated and vigorous attempts to strike or control an elusive sphere turn our thoughts to the

pavilion, where ices can be bought by those who have the wherewithal. The last class, which is by no means the greatest of the three, consists of those who exhibit a quiet and unassuming "*attitude of mind*" towards the game, and in so doing their "*point of view*," or "*outlook upon the sphere*," is such that it enables them to make more or less successful efforts to play. Hartley, as in former years, includes all these kinds and conditions of cricketers in her ranks, but the last class is much greater this season than for several years, and in consequence we are looking forward to a much better record. None of our matches will be played this year on ancient battlefields, where "shooters," bruised fingers, and black eyes prevail; indeed, no less than eleven out of seventeen are to be played on the County Ground, so that the season will not be expensive to the body or to the purse.

The reader will observe from the accounts of the matches below that the College have had, so far, a fairly satisfactory season, winning three matches, drawing three, and losing two.

The excellent fielding of the side has well backed up our not too strong bowling; while the batting, which, if not really brilliant and despite an occasional collapse, has been steady and consistent. Hartley has thus been able to do well against teams of its own calibre, while against teams which are above it in strength it has not done discreditably.

### Seniors v. Juniors.

April 28th. The most remarkable fact about this match was the great number of the fair sex present. We have been asked the reason, and we can offer no solution, unless it be the attraction of the match. The Seniors' umpire was heard to remark that it was surprising, as *he* found it a rather cold job. Last year the Seniors, as Juniors, had a walk over, but no such easy task now awaited them. The Juniors were keen, even to the keenness of threepenny smokes, and the game was played with the earnestness of a test match. Going in first, the Seniors did well up to the sixth wicket, when Ayles was put on to bowl. With a ball that veritably appeared to drop from the clouds, or to have come from the *Antipodes* themselves, he took four wickets in six balls, and the Seniors, without the slightest wag of their tail, were out for 73.

The Juniors started their innings disastrously, the first wicket falling for 3 runs. The sixth wicket fell at 42, but, unlike the Seniors, their tail wagged most vigorously. They were, however, all dismissed for 85 runs, thus being the victors by 12 runs.

### v. Law.

May 1st. Coll., 113; Law, 67. Our opponents, who had a fairly strong eleven, including Mr. E. M. C. Ede, the old county bowler, were cheaply dismissed, Caldicott taking five wickets for 27 runs. The College, mainly by the steady batting of all the side, totalled 113, and thus had the satisfaction of winning the first match of the season.

### v. Grammar School.

May 5th. Coll., 204 for eight; Grammar School, 202. Thanks to the presence of the masters and to dropped catches, the Grammar School were able to score the formidable total of 202. The Coll., in reply, started most disastrously, one of the opening batsmen having the cheek to attempt to drive a fast bowler—result, a duck. At the time to draw the Coll. had scored 118 for eight, but our captain agreed to play, and in half-an-hour, owing to some fierce hitting by Wride, we had won the match, the chief scorers being:—Ruddle, 75; Wride, 56 (not out).

**v. Ordnance Survey.**

May 8th. Coll., 88; Ordnance Survey, 242 for one. Our opponents, who had their 1st XI. out, were far too strong for the College.

**v. Winchester.**

May 12th. Coll., 63; Winchester, 196 for six. A leg-break bowler and the umpire proved too much for our men, who were soon out, and had spent a pleasant afternoon leather hunting afterwards.

**v. Reading U.C.**

May 15th. Coll., 95 for six; Reading U.C., 175. Reading, aided largely by their umpire, had rather the better of an unsatisfactory draw. Bex bowled well, taking six wickets for 36.

**v. R.A.M.C.**

May 19th. Coll., 101 for six; R.A.M.C., 159. This very pleasant game resulted in a draw. For the Coll. Wride made 31 and Ruddie 26, the latter also taking six wickets for 55.

**v. Reading M.C.**

May 22nd. Coll., 130 for four; Reading U.C., 126. Owing to some splendid bowling by Ruddie (five wickets for 60) Reading were cheaply dismissed. The College easily passed this total with only four wickets down, the runs being made by Brooks (64, not out), Ruddie (27), and Lowe (22).

**v. Deanery.**

May 26th. Coll., 85 for two; Deanery, 219 for five. This match was played in the rain, and resulted in a creditable draw for the College. For us Brooks made 57 and Banes 26.

June 2nd. Jupiter Pluvius took the field against the College instead of the Training Ship Mercury, and the match could not be played.

**v. Southampton Banks.**

June 3rd. Coll., 82 for nine; Southampton Banks, 3 for no wickets. This match, which was greatly interfered with by the rain, was left unfinished.

C. M. B.

**MILITARY INTELLIGENCE. ❧**

\* \* \*

THE College Company still continues to flourish exceedingly, and although we have not experienced—nor did we expect to experience—the same big boom as has been felt in other quarters, nevertheless we have had our share of recruits, having enlisted 15 new members since Christmas, making the present strength of the Company 3 officers and 64 N.C.O.'s and men, after allowing for resignations.

In connection with the Miniature Rifle Club, our Company finished up strongly by winning the last three matches in succession. The following are the scores since the end of February:—

- v. "F" Co. Lost, 325—354. Sergt. White, 48; Dmr. Seabrook, 42; Pte. S. Stainer, 41; Ptes. Heath and Lock, 40.

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- v. "A" Co. Lost, 309—327. Sergt. White, 43; Dmr. Seahrook, 43; Pte. Lock, 41.
- v. "C" Co. Won, 295—264 Pte. Lock, 44; Sergt. White, 43.
- v. "B" Co. Won, 312—306. Sergt. White, 46; Pte. Lock, 45; Pte. Heath, 44
- v. "H" Co. Won. 320—292. Sergt. White, 48; Pte. Lock, 44; Sergt. Hallum, 42; Pte. Stainer, 42; Dmr. Seahrook 41.

Out of 12 matches fired we won 4, tied 1, and lost 7, scoring 3,619 points, against 3,734 of our opponents. Sergt. White has had the honour of shooting regularly for the Battalion Team against other teams in the District League.

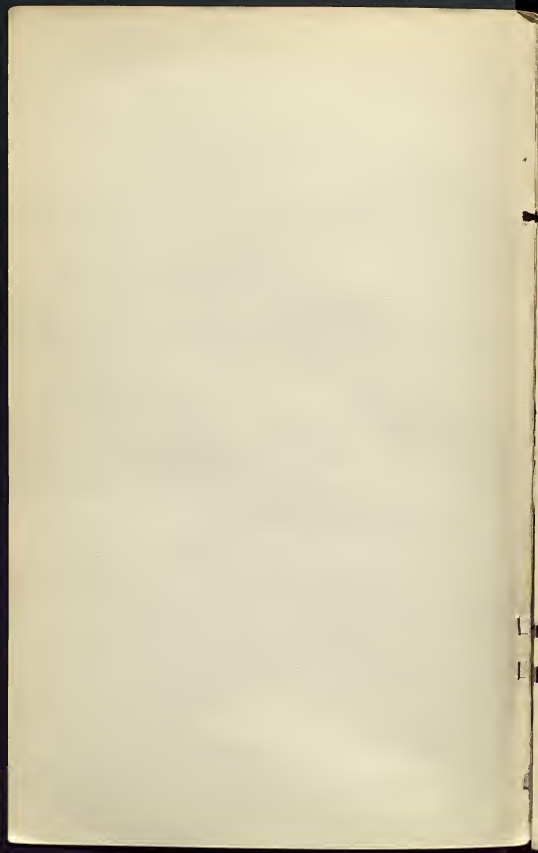
The programme of instruction adopted at the commencement of the drill season has been carried out in its entirety, with much benefit in the systematising of the drill and instruction, and has enabled the members of the Company to perform the necessary drills—and more—with ease, as is seen by the fact that 40 out of 50 have completed their drills for efficiency, while the rest are but one or two behind. Thanks are due to Mr. Spranger for his kindness in allowing us the use of his field in Hill Lane for open-air drills this term. The drill is so much more practical and is much better training for Camp when carried out in the open, in addition to the comfort of the open as compared with indoors during hot weather.

The carrying out of the new Musketry Course has been a particular success. Writing at the end of May, I am able to report that out of 50 trained men all have completed Part I. (20 rounds), 47 have performed Part II. (30 rounds), and 45 have fired Part III. (23 rounds), leaving only Part IV. (7 rounds in a Field Practice) to be carried out at an early date. As compared with the other Companies of the Battalion we are leaders by a long way. Some have fired Part I. and some have commenced Part II., but no other Company has yet finished Part II.

And now the time for Camp is again approaching. We are to go at the same time as last year and to the same place, and if the weather should in any degree resemble that which obtained last year we shall have another glorious time. This year not only the Hampshire Infantry Brigade, but the whole of the Wessex Division will be encamped at the same time in fairly close proximity. The Division consists of three Infantry Brigades—Devon and Cornwall, South-Western (Wilts, Dorset, and Somerset), and Hampshire—with R.A., R.E., A.S.C., and R.A.M.C., drawn from the same districts, and is a compact and self-contained little army of approximately 17,000 men, under the command of Major-General Blomfield, C.B., D.S.O. There are 14 of these Territorial Divisions in Great Britain, and in addition there are 14 Mounted Brigades, each consisting of 3 Regiments of Yeomanry, with R.A., A.S.C., and R.A.M.C., making each Mounted Brigade approximately 2,000 strong.

It is this organisation which forms the chief difference between the efficiency of the Territorials and the old Volunteers, who had no organisation whatever. Each Division and each Mounted Brigade has a certain duty allotted to it in the event of war, and so every individual man in the Territorial Army has a definite place in the scheme for the defence of his native country.

S. C.



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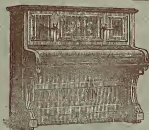
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shameful slackness all round in College this session, over which it were better for us to draw a veil of silence—there will be no Sports Day this year. Further comment is needless, or at any rate unadvisable, our vocabulary for such occasions being forcible rather than polite or classical.

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"If the book should serve to stimulate the interest of teachers and children in local historic remains, and to offer a little guidance in the study of such remains, one, at least, of the author's objects will have been amply achieved."

\*Clarendon Press; pp. 256. With over 50 illustrations. Price 1s. 6d. net.